

Learning for Life Committee WORKSHOP

INSTRUCTOR'S GUIDE

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Learning for Life Committee WORKSHOP

LESSON PLAN

(About 1 hour)

Learning Objectives

At the end of this workshop, each member of the Learning for Life Committee should be able to:

- Outline the basic objectives of the Learning for Life Committee.
- Describe how the Learning for Life Committee is organized.
- Describe the tasks to be carried out by the Learning for Life Committee and the team to which these are normally assigned.
- Summarize the functions of the several teams that make up the Learning for Life Committee.

Materials Needed

for instructor use:

TV and VCR

Flip chart and felt pens or chalkboard, chalk, and eraser.

Learning for Life Executive Guidebook, No. 99-064

Senior High School Career Workshops for Educators, No. 32113A

for each participant:

Reproduce copies of the Learning for Life Committee (chart 5).

Reproduce copies of the standard district committee (chart 6).

Reproduce copies of the Setting Up School-to-Careers Program (chart 13)

Learning for Life Overview, No. 99-150.

instructor notes: This presentation is based on a series of charts to be reproduced from the appendix. The charts can be redrawn as flip charts, photocopied as tabletop charts or made into overhead projector transparencies. The manner in which the charts are used will determine the type of audiovisual equipment required.

Script is in **BOLD** and instruction prompts are in *ITALICS*.

START OF SESSION

Welcome

(Chart 1)

Welcome the participants to the workshop. Explain that the purpose of the workshop is to share methods for bringing the Learning for Life program to young adults in the community. Tell participants the workshop will include a review of the plans, objectives, and tasks of the Learning for Life Committee.

Learning for Life Objectives

(Chart 2)

Encourage discussion. Ask participants to name the objectives of the Learning for Life Committee. Listen to all responses objectively. Show chart 2.

Learning for Life Tasks

Have participants suggests the tasks that must be accomplished by the Learning for Life Committee to meet its objectives. On a chalkboard or flip chart, list each suggestion as it is made. Try to compile a list similar to the one that follows. Do not list the functions in parentheses, as these will be covered later in the session. Save the list for later in the workshop.

Conduct the career interest survey. (Marketing)

Sell organizations on starting *Learning for Life* programs. (Marketing)

Conduct the *Learning for Life* Impact plan. (Marketing)

Reorganize groups and posts. (Service)

Enroll groups and posts. (Service)

Visit and help groups and posts. (Service)

Train post leaders. (Training)

Conduct quarterly Advisors' meetings. (Training)

Raise Learning for Life Operating Budget. (Finance)

Support LFL approved project sales. (Finance)

Conduct Annual *Learning for Life* Program Conference (Program)

Promote national events and awards. (Program)

Handle publicity and public relations. (Marketing)

Contribute articles to newsletters, council bulletins, etc. (Marketing)

Establish a recognition program. (Marketing)

Doing the Task

(Chart 3)
Explain the steps needed to implement these tasks.

- Recruit and train the volunteers.**
- Organize volunteers into teams and assign tasks.**
- Develop plans and objectives to achieve results.**
- Ensure that Learning for Life has an adequate budget for staff support, materials, printing, mailing, and training.**

**The Team
Concept**

(Chart 4)
There are four teams that are organized for a *Learning for Life* Committee to accomplish these tasks.

- Service**
- Marketing**
- Program**
- Finance**

Fitting the Task

Check the list of tasks. Ask the participants to assign each task to one of the four teams. Write the name of the team next to each task. The assignments generally should agree with the parenthetical teams in "Learning for Life Tasks."

Organization

Let's look at the teams:

(Chart 5)
Encourage discussion. The chart illustrates the standard organization of a Learning for Life Committee. If the chart differs from your organization, redesign it to show your plan.

(Chart 6)
Explain that if Learning for Life programs are in full-service districts, the chart should show the relationship between the Learning for Life Committee and the district organization.

What is important is that post and group meetings and activities match the priorities and needs of the youth participants and that Learning for Life meets the needs of its Explorer posts and Learning for Life groups.

The school determines how youth budget their time. Learning for Life has structured its organization and activities to complement school schedules.

This is why the first meeting of established Learning for Life programs is held in August and September. However, new posts or groups can be organized at any time.

Explain that the Learning for Life organization involves four teams with specific functions.

Service Team

(Chart 7)

Explain that the service team is sometimes called the quality control arm of Learning for Life.

Its mission is to provide direct service to each group and post through regular visits and contacts with leaders. The service team should recruit the most volunteers -- one service team volunteer is recommended for each three groups or posts.

A major project of the Learning for Life Committee is to have its service team conduct group and post inventories each spring. These inventories will determine leadership training needs, program plans, and recruitment.

The service team informs groups and posts of Learning for Life programs and activities. The team also might assist in problem solving, or it might call on other teams, if necessary.

Tell participants that the "Learning for Life Service Team" in Service section of the Learning for Life Executive Guidebook, describes the responsibilities of the service team.

Marketing Team

(Chart 8)

Discuss the Marketing Team primary responsibility -- selling Learning for Life programs to community organizations.

First, we must determine the markets, using the career interest survey administered to all high school students in the community. We match the interests of young adults and specific high schools with community organizations that might offer programs in these interest areas.

If the survey shows that several students have an interest in law, the Marketing Team would look for a law organization that could provide adult leaders and resources for a law program.

The volunteer structure, staff, and resources of the community will determine objectives for organizing new posts or new groups and connecting activities between the two.

The Marketing Team then develops a Learning for Life Impact Plan to help sell

community organizations and schools on having Explorer posts, Learning for Life groups, or both. The top person of each selected organization is invited to an impact breakfast or luncheon, where they are asked to commit to recruiting adults and starting a Learning for Life program in their organization or school. Once this leadership is secured, the service and program team volunteers train the new leaders, plan programs, recruit youth participants and enroll the posts or groups.

After the post or group top adult leadership is confirmed, the Fast Start training program should begin at once. This program can be conducted either by the marketing-team organizer or the service team volunteer who will be assigned to the post or group.

Marketing Team

(Chart 9)

An important function of the Learning for Life Committee is to tell our story -- to enhance Learning for Life's program image among prospective youth participants, parents, community organizations, and the public. This is a function of the marketing team, which is responsible for public relations, communications, and recognition.

Gaining visibility and understanding of our purpose is a major challenge for Learning for Life. With the support of the Learning for Life Committee, the marketing team should design a complete public relations plan for Learning for Life. This plan might include press coverage, newsletters, parent information, and other publicity, and general promotion of Learning for Life. A public relations task force might be organized by the marketing team to secure free professional help for specific projects.

Newsletters, bulletins, and other materials should be designed by the marketing team to convey the best possible image of Learning for Life. This team works closely with all other teams to get maximum exposure for new posts and groups, Learning for Life conferences and activities, awards, scholarships, community organizations having outstanding posts, schools having outstanding groups, and similar opportunities.

Recognition of outstanding Learning for Life adult leaders is an ongoing project of the marketing team. Presentation ceremonies for awards, scholarships, and adult recognition are a plus for Learning for Life.

Display copies of "The Marketing Team" from Marketing section of the Learning for Life Executive Guidebook, and How to Organize Posts in your Company as resources for the Marketing Team.

Finance Team

(Chart 10)

You might be wondering who is going to pay for all of this. The Learning for Life

finance team takes on the task of helping the Learning for Life Committee to raise its share of the Learning for Life budget. This is done through Friends of Learning for Life Enrollment, project sales, and other means. The finance team chair is an adult volunteer of the Learning for Life finance committee that helps develop the Learning for Life budget and plans how to raise the needed funds.

If Learning for Life decides to contact the parents of Learning for Life participants for financial support, then the finance team--with the help of the marketing and service teams--might launch a series of parents' nights to inform parents about how Learning for Life is financed.

Another method of financing is to identify the cost of a particular item in the Learning for Life budget and get an individual or business to underwrite that item for one to three years. This is called *project sales* and is a particularly successful technique for Learning for Life. The career-interest aspect of Exploring might have special appeal to business, industry, and professions. The Learning for Life Committee should not hesitate to work through the Learning for Life finance committee to secure project sales, major donations, or gifts of supplies and equipment to help support the Learning for Life budget.

The support of the Learning for Life budget is the responsibility of all of us. Regardless of our job and interest in Learning for Life, we must be sensitive to ways of saving and raising money for the Learning for Life office.

Display any locally produced Friends of Learning for Life finance information that might serve as a resource for the finance team.

Note the resource Finance Campaigns—"How to Raise Money in Learning for Life" in the Finance Section of Learning for Life Executive Guidebook.

Program Team

(Chart 11)

Some people complain that the program team has all the fun, since it is responsible for Learning for Life activities, recognition, and adult volunteer training.

After new leaders are recruited, the program team trains him or her. Group training sessions and personal coaching techniques can help the new leader understand the plan, purpose and program of Learning for Life. In addition, the program team conducts quarterly Advisors' meetings.

In April, the program team conducts the Service Team Training Conference to train new service team volunteers and updates the experienced ones. The conference helps train the service team for the upcoming Learning for Life Impact Plan and post or group inventory.

Training conducted by the program team is important in Learning for Life.

Volunteers do a better job and gain satisfaction from their work when they understand their purpose, know the plan, share ideas, learn to use tools, get updates, and receive recognition.

Review Learning for Life Leadership Training Plan.

In the fall, the program team conducts a *Learning for Life* program conference. Advisors, school faculty, student leaders, Explorer post officers, and Venturing crew officers are invited to share ideas, receive training, and suggest district-wide activities, such as a service project, conservation project, dance, or other events enjoyed by all community youth. These activities are then included on the Learning for Life office program calendar for the next year. The program team recruits youth chairs and adult consultants for these events as well as adult chaperons and technical assistants when needed.

Each year, a number of scholarships and awards are available to Learning for Life youth participants. The program team promotes these opportunities and recruits a selection committee to determine winners. The program team works to promote national Learning for Life activities and the participation by local Learning for Life youth participants.

Display a copy of the Program section from the Learning for Life Executive Guidebook and local Learning for Life program information as resources for the program team.

Time for Discussion

Explain that so far, we have had a sketch of the mission of the Learning for Life teams and that we will review everything. First, ask questions.

Answer questions about the subject and defer negative questions until after the session.

Committee Meetings

(Chart 12)

Explain that the Learning for Life Committee meets regularly and discuss the meeting pattern for your committee.

At each meeting, team chairs report on progress, needs, and concerns. Team coordination takes place at this time. For example, if the Marketing Team is planning to contact twenty organizations to help start posts or groups, then the program team should plan to train new leaders, the service team should assign team volunteers, and so on.

The plans and objectives of *Learning for Life* are determined at these meetings. Decisions on projects, programs, and activities are made. The entire committee has to be kept up to date on coming events and each team must share information about what is happening so that the entire committee can support *Learning for Life*.

Learning For Life

Executive Guidebook

Display a copy of the Learning for Life Executive Guidebook, as a resource for the Learning for Life Committee.

This manual includes position descriptions and plans of action for the Learning for Life Committee and each of its teams. Note the chapters about each team and the job descriptions.

Setting Up the Council

School –to- Careers Program

School-to-Careers Relationship with Learning for Life Programs.

Learning for Life's classroom-based programs are designed to support schools in their efforts toward preparing youth to successfully handle the complexities of today's society and to enhance their self-confidence, motivation, and self-worth.

Learning for Life is an ideal conveyance for mobilizing community resources and delivering the collected experiences of local business, civic, and community leaders into the lives of our youth and schools. This is accomplished by presenters sharing ideas about overcoming life's obstacles, giving realistic views of the world of work, and serving as role models to youth who lack the confidence and guidance to achieve their goals.

Elementary Program.

The elementary program features 60 age-appropriate and grade-specific lesson plans to enhance and support the core curriculum. Community mentors begins Learning for Life's School-to-Careers emphasis by instilling in elementary youth the importance of respecting the rights of others.

7th & 8th Grade Program.

The middle/junior high program is also a series of 41 interactive workshops that help youth develop and assess the personal skills and values needed to make future career choices. Resource people from the community continues Learning for Life's school-to career emphasis as mentors and role models and give the youth insight into personal decisions, educational goals, and career choices.

Special Needs Program.

The special-needs curriculum teaches youth with mental disabilities the life skills they need to achieve self-sufficiency. The program enhances coping skills for independent living, and how emotions affect the behavior of self and others. Community role models continue Learning for Life's school-to-career emphasis by motivating and interacting with the youth.

High School Program.

The high school program consists of two parts. The first is a series of 35 interactive workshops that teach the practical skills necessary to acquire a job and stay employed. The second part is a series of career seminars that the students have chosen to learn more about and are presented by community mentors. By linking these classroom-based seminars to the worksite-based Exploring program, high schools can help youth make the school-to-careers transition a reality.

Exploring Program.

The Exploring program is a worksite-based program. It is part of Learning for Life's career education program for young men and women who are 14 (and have completed the eighth grade) through 20 years old. Exploring gives youth an opportunity to visit community organizations and explore the dynamics of various careers. Exploring posts can specialize in a variety of career skills. Exploring program are based on five areas of emphasis: *Career opportunities, Life skills, service learning, character education, and leadership experience*. Gaining practical knowledge and experience in a career through Exploring culminates Learning for Life's school-to-careers emphasis.

Added Value

Connecting Activities (Provided by LFL Staff & Volunteers) The Learning for Life representative will serve as the catalyst between selected businesses, industries, or professional associations and local high schools to provide students access to practical career opportunity experiences. The following types of career experiences are available through Learning for Life added value connecting activities:

- Organize seminars, workshops, tours of local business and industry, arrange for speakers, and coordinate career fairs where applicable.
- Recruit high school seminar volunteers, mentors, and role models and provide speaker orientation and training.
- Working with local colleges and universities, develop strong and integrated career programs.
- Provide monitoring, documentation, and evaluation of the *Senior High School Career Seminar* programs.
- Provide camp outdoor resources for retreats, career conferences, and life skill workshops.
- Conduct COPE courses for developing team building, leadership, self-reliance, respect for self and others, and self-esteem.
- Develop community-wide service projects such as food drives, crime prevention programs, and service learning activities.
- Encourage students to apply for Exploring scholarships.

Key Steps for

Implementation

(Chart 13)

Step One--Recruit a Learning for Life Committee

Top community leadership from business, education, financial, and government organizations that will bring the recognition needed for School-to-Careers to be successful is all-necessary as well as the council president, council executive, and council Learning for Life chair.

Step Two--Determine Community Partnerships with School and Business

School-to-Careers is not a top-down mandate of the federal government. It is a movement that must spring from strong partnerships at the state and local community level. By working together, employers, educators, parents, labor unions, community-based organizations, and others will design and implement systems tailored to meet their specific needs.

Success in organizing high school School-to Careers programs starts with our ability to identify our youth "market." That is, we have to determine the career interests of our high school age young adults. The best method that Learning for Life has found so far to achieve this is by conducting an annual student career interest survey of all high school students within the community.

The purpose of this survey is to: 1. Provide a listing, by career interest, student names, addresses, community, phone, grade, age, and school ; and 2. Provide a listing of high school students top twenty choices for career seminars. This information is used to invite students to join Explorer posts or attend Senior High Career Seminars in their career interest area.

It also provides a service to our schools by giving them, at no cost, a complete listing of their students' career choices. This demonstrates our desire to support the school's efforts toward effective career education.

Now that we have a career interest survey and know the top 20 career choices of youth in our communities (the "market") where do we find organizations to sponsor posts or conduct career seminar presentations? Look to the community at large using resources such as the following:

1. Chamber of Commerce listings
2. Information from public libraries
3. Ask district/council volunteers
4. Professional organizations

What do we look for in participating organizations?

1. The goals of the organization are compatible with those of Learning for Life.
2. The organization is civic minded and interested in youth.

3. We estimate that the organization has ample employees or members to provide leadership.
4. The organization has sufficient program resources to support the career interest area.
5. We somehow determine that it is the "best" available community organization to form a partnership to organize a Learning for Life School-to-Careers program.

Step Three

Conduct Impact Meeting Plan

The Impact Meeting Plan is designed to identify and sell schools, businesses, industries, professions, institutions, and community groups on organizing Learning for Life School-to-Careers programs.

It is a step-by-step approach to ensure the understanding and commitment of these groups to begin the organization of School-to-Careers programs.

The success of the Impact Plan is dependent upon an influential community leader inviting the top person of each prospective organization to attend a meeting (breakfast, luncheon, etc.) which is designed to "sell" them on using Learning for Life programs.

The chair of the Impact Plan is the key to its drawing power and ultimate success. The

Learning for Life committee chair should assist the marketing team chair and Learning for Life executive in recruiting a top-level community leader with the necessary prestige and "clout". This is essential to success.

The impact meeting is usually a breakfast or luncheon in the private room of a prestigious club or restaurant. However, many are simply a meeting. In any event, the location should be as impressive as possible to those attending and every effort should be made to ensure a quality program. Conduct several impact meetings for only 10 to 20 people. This allows several choices of dates and a more personal contact with attendees.

Success in organizing a post or group is dependent upon the involvement and enthusiasm of the head of the organization, whether it is the owner of a business or the CEO of a large corporation. Their decision making power and ability to influence others in their organization is necessary to the first few steps of organizing a post or group.

The impact meeting chair should invite only the head of the organization with the understanding that this is a personal invitation. Discourage, if possible, the prospective organization sending someone else. Lower echelon persons cannot speak for the organization or make the decisions and commitments.

Step Four

Implementation of Learning for Life School-to-Careers Programs

The five steps to organize a School-to-Careers program is based on the successes in organizing similar programs across America. While it is not the only way to organize an Explorer post or Learning for Life group, we recommend these steps as the best way.

Remember that we have to get the commitment of the organization for program resources as well as leadership and a meeting place. The "boss" and the key leadership must understand and support their School-to-Careers program or difficulties may arise.

Our first step is to recruit a volunteer who will guide the participating organization from start to finish. Granted, many School-to-Careers programs are organized by staff, but it is our job to recruit and train volunteers.

It is recommend that the organizer be the service team volunteer who will be assigned to the post or group after it is organized.

The head of the participating organization is sold on the School-to-Careers program at the impact meeting or by a personal approach by the organizer and a key volunteer. It is important at this point to deal only with the top person in the organization.

We ask the top person to agree to three key points, which are vital to the success of a School-to-Careers program.

- Be personally committed to the organization's having a successful post or group.
- Call a meeting of the key leadership of the organization and sell them on the School-to-Careers programs.
- Help identify and recruit the necessary adult volunteer leadership.

Try not to take any shortcuts. Try to get the top person to commit to these three points, this almost ensures a successful School-to Careers program.

Reflection

Chart 14)

Encourage questions and discussions at this time. The need for growth and additional recruiting should be obvious, and responses to questions should stress the necessity of starting where we are now and moving forward.

Summary and

Conclusion

This presentation has put forth an ideal picture of what a Learning for Life Committee should do and how it should be organized. The objective is to get as close as possible. The responsibility might seem heavy, but remember the saying, "How do you eat an elephant?" "One bite at a time!"

Each team must evaluate its current situation and needs, and should then make specific plans for which "bite of the elephant" they will take first.

Hundreds of thousands of young people are counting on their Learning for Life Committee for support. We cannot afford to let them down.

---END OF SESSION---